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Art Therapy for Children Diagnosed with Autism Spectrum Disorders: Development and First Evaluation of a Treatment Programme

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Propositions accompanying the dissertation

**Art Therapy for Children Diagnosed with Autism Spectrum Disorders:
Development and First Evaluation of a Treatment Programme**

Celine Schweizer

1. In art therapy the behaviour of the child during art making is leading for the therapist and not the diagnosis. *(this dissertation)*
2. Creating art, supported by an art therapist, offers opportunities for children diagnosed with ASD to connect words to experiences. *(this dissertation)*
3. Art therapy is best embedded in the layers of the 'COAT' model which means: working with art therapy means and expressions (A) supported by actions of the art therapist (T), thereby taking into account contextual aspects (C), and being directed towards realizing outcomes (O) attuned to the situation of the child. *(this dissertation)*
4. Art therapy with children diagnosed with ASD is not representative for art therapy in general; at the same time it contains basic art therapy elements. *(this dissertation)*
5. The more detailed and varied the collected data in research, the harder the analysis. *(this dissertation)*
6. The combination of the programme 'Images of Self' and the measurement instruments OAT-A and EAT-A can provide a specialized, consensus-based treatment and evaluation package for art therapy with children diagnosed with ASD if users (art therapists) are trained. *(this dissertation)*
7. Psychoeducation offered by the art therapist in combination with the child's experiences gained during art making, may support the acceptance of autism related difficulties by the child in treatment. *(this dissertation)*
8. Art therapy may offer support to the child with autism and for his/her teacher in inclusive educational settings. *(this dissertation)*
9. Because of the heterogeneity of problem behaviours in children diagnosed with ASD a multiple case study design with a baseline measurement as a control condition offers a more suitable option for determining intervention results of art therapy compared with an experimental design. *(this dissertation)*
10. Creativity hardly manifests itself in observable behaviour *(Drenth & Sijtsma, 2006, p. 63)*.
11. Words are an essential part of transferring knowledge about nonverbal processes.
12. Watching the images in this dissertation could take as much time as reading the text of the dissertation.

